

**Assurance of Student Learning  
2019-2020**

*College of Health and Human Services*

*School of Nursing and Allied Health*

*Master of Science in Nursing (MSN) 0149*

*Rhonda Quenzer, MSN, APRN, PMHNP-BC, Coordinator for the Psychiatric Mental Health Nurse Practitioner (PMHNP) Concentration and Tonya Bragg-Underwood for the Master's Entry Professional Nurse (MEPN) Concentration*

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1:** The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health. (PMHNP Concentration)

**Instrument 1**    **Direct: Analysis of Patient Centered Assessment Method (PCAM)**

**Instrument 2**

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.**

**Met**

**Not Met**

**Student Learning Outcome 2:** The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (PMHNP Concentration)

**Instrument 1**    **Direct: Psychiatric Mental Health Nurse Practitioner Certification pass rate.**

**Instrument 2**

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.**

**Met**

**Not Met**

**Student Learning Outcome 3:** The student will demonstrate an understanding and appreciation of human diversity. (PMHNP Concentration)

**Instrument 1**    **Direct: Analysis of Culturally Competent Mental Health Care Group Discussion**

**Instrument 2**

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.**

**Met**

**Not Met**

**Student Learning Outcome 4:** The student will assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (MEPN Concentration)

**Instrument 1**    **Direct: National Council Licensure Examination (NCLEX-RN) first time pass rates.**

**Instrument 2**

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.**

Concentration accepted first class Summer 2020. Instrument not yet completed by students. Outcome will be measured in 20-21 AY. The Master Entry Professional Nursing (MEPN) concentration is designed for students who wish to jointly pursue the baccalaureate and master's degrees in nursing. Students are first admitted to the Joint Undergraduate Master's Program (JUMP) for the MSN-MEPN. The first cohort of students was admitted to the JUMP for the MEPN in Summer 2019 and then fully admitted into the graduate program in Summer 2020.

**Met**

**Not Met**

<b>Student Learning Outcome 5:</b> The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (MEPN Concentration)			
<b>Instrument 1</b>	<b>Direct: Analysis of NURS 512 evidence-based paper.</b>		
<b>Instrument 2</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.</b> Concentration accepted first class Summer 2020. Instrument not yet completed by students. Outcome will be measured in 20-21 AY.		<b>Met</b>	<b>Not Met</b>
<b>Student Learning Outcome 6:</b> The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health. (MEPN Concentration)			
<b>Instrument 1</b>	<b>Direct: Analysis of Capstone paper in NURS 621.</b>		
<b>Instrument 2</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.</b> Concentration accepted first class Summer 2020. Instrument not yet completed by students. Outcome will be measured in 20-21 AY.		<b>Met</b>	<b>Not Met</b>
<b>Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)</b>			
<p>Psychiatric Mental Health Nurse Practitioner (PMHNP) Concentration (SLOs 1-3): The PMHNP concentration outcome as measured by PCAM, Comprehensive Exam Paper, PMHNP certification first time pass rate, and Culturally Competent Mental Health Care Group Discuss were evaluated in relation to student learning outcomes of 2019-2020. All student learning outcomes were met. The rubrics developed in 2018-2019 for PCAM and the Culturally Competent Mental Health Group Discussion were again utilized to facilitate consistency in grading. Addition follow-up was delayed due to changes made in scheduling caused by the COVID-19 pandemic. Follow-up is scheduled to occur in September 2020. The student learning outcome results will be evaluated by graduate nursing faculty for any actions for improvement. The PMHNP Progra Survey results will also be reported to the SONAH program evaluation committee.</p> <p>Master Entry Professional Nursing (MEPN) concentration (SLOs 4-6): The MEPN in the MSN is designed for students who already have a baccalaureate degree and wish to pursue the Registered Nurse credential and a master's degree. Students are admitted into the Bachelor of Science in Nursing program and the Joint Undergraduate Master's Program for the MSN-MEPN. The first group of students was admitted to the JUMP for the MEPN in Summer 2019 and then fully admitted into the graduate program in Summer 2020. As such, no data has yet been collected for this concentration.</p>			

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health. (PMHNP Concentration)		
<b>Measurement Instrument 1</b>	Direct: Patient Centered Assessment Method (PCAM)		
<b>Criteria for Student Success</b>	NURS 527 post-masters students will score at least 9/12 (75%) average on PCAM. PCAM is a tool used to measure the physical health, mental health, social support, social needs, health literacy and engagement of patients from the point of view of the clinician.		
<b>Program Success Target for this Measurement</b>	96% of the MSN PMHNP students will score 9/12 (75%) average on PCAM.	<b>Percent of Program Achieving Target</b>	100% of MSN PMHNP students scored 9/12 (75%) average on PCAM
<b>Methods</b>	Annual review of 50% PCAM forms (n=12) in summer 19. Students are required to complete four (4) PCAM assessments during NURS 527. A rubric evaluating assessment of “problems with lifestyle behaviors that are impacting physical and mental well-being?”, identification of barriers to receiving services, and collaboration with preceptor regarding patient assessment was used for grading by course faculty. The average score was 11.8/12 pts.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			

<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<b>Actions</b> The program outcomes as measured by the PCAM was evaluated in relation to the student learning outcome in summer 19. Evaluation and analysis of PCAM in relation to SLO 1 was completed and will be shared with the Graduate Faculty Committee. The PMHNP PCAM Summary Rubric was used to ensure consistency in grading.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Follow-up was delayed and will occur in Sept 20. SLO1 outcome results will be evaluated by graduate nursing faculty for any actions for improvement. The PMHNP Program Survey results will also be reported in the SONAH program evaluation committee.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
SLO 1 will be evaluated in Summer 20. The evaluation and analysis of PCAM, “problems with lifestyle behaviors that are impacting physical and mental well-being?”, identification of barriers to receiving services, and collaboration with preceptor regarding patient assessment, in relation to SLO 1 will be completed by the PMHNP Program Coordinator, currently Rhonda Quenzer.			

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (PMHNP Concentration)		
<b>Measurement Instrument 1</b>	Direct: Psychiatric Mental Health Nurse Practitioner Certification pass rate There are 175 question on the examination. Of these, 150 are scored questions and 25 are pretest questions that are not scored. PMHNP certification examination outline includes: 20% scientific foundation; 25% advance practice skills; diagnosis and treatment; psychotherapy and related theories; and ethical and legal principles.		
<b>Criteria for Student Success</b>	Post-master certification students will pass their first attempt of the Psychiatric Mental Health Nurse Practitioner Certification Exam		
<b>Program Success Target for this Measurement</b>	95% of the MSN PMHNP students in the program will pass the PMHNP certification exam on their first attempt .	<b>Percent of Program Achieving Target</b>	100% of the 6 MSN PMHNP students passed the PMHNP certification examination on their first attempt.
<b>Methods</b>			
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	

<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>
<b>Not Met</b>			
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The program outcomes as measured by the Psychiatric Mental Health Nurse Practitioner exam first time pass rates were evaluated in relation to the student learning outcomes for summer 19.			
Results of the PMHNP Certification Exam first time pass rates in relation to SLO 2 will be shared with the Graduate Faculty Committee.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Follow-up was delayed and will occur in Sept 20. SLO2 outcome results will be evaluated by graduate nursing faculty for any actions for improvement. The PMHNP Program Survey results will also be reported in the SONAH program evaluation committee.			
<b>Next Assessment Cycle Plan</b>			
SLO 2 will be reviewed each semester during 2020-2021. The PMHNP program Coordinator, currently Rhonda Quenzer, will evaluate the first time pass rates on the PMHNP certification examination.			

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	The student will demonstrate an understanding and appreciation of human diversity. (PMHNP Concentration)		
<b>Measurement Instrument 1</b>	Direct: Analysis of Culturally Competent Mental Health Care Group Discussion		
<b>Criteria for Student Success</b>	Students will score greater than or equal to 12 out of 16 points on the Culturally Competent Mental Health Care group discussion. Students will be able to integrate cultural factors into their evaluation and treatment of patients with behavioral health disorders. The student discussion session allows students to demonstrate how to assess a patient cultural point of view regarding mental health illness, cause of mental health illness, coping with mental health illness, and concerns about mental health illness.		
<b>Program Success Target for this Measurement</b>	96% of the MSN PMHNP students in the program will earn 12 out of 16 points on the Culturally Competent Mental Health Care group discussion.	<b>Percent of Program Achieving Target</b>	100% of MSN PMHNP students in the program earned 12 out of 16 points on the Culturally Competent Mental Health Care group

			discussion.		
<b>Methods</b>	Annual review of Culturally Competent Mental Health Care Group discussions (n=6) in spring 19. A rubric identifying the use of the 4C's (Call, Cause, Cope, and Concerns) to obtain cultural information important to providing competent mental health care to culturally diverse patients was used for grading by course faculty. All students received a score greater than or equal to 12 on the Culturally Competent Mental Health Care Group Discussion.				
<b>Measurement Instrument 2</b>					
<b>Criteria for Student Success</b>					
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>			
<b>Methods</b>					
<b>Measurement Instrument 3</b>					
<b>Criteria for Student Success</b>					
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>			
<b>Methods</b>					
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<table border="1"> <tr> <td><b>Met</b></td> <td><b>Not Met</b></td> </tr> </table>	<b>Met</b>	<b>Not Met</b>
<b>Met</b>	<b>Not Met</b>				
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)					
The Program outcome as measured by the Culturally Competent Mental Health Care Group Discussion (direct measure) was examined in relation to the student learning outcomes in spring 19. The Culturally Competent Mental Health Care Group Discussion rubric was used to ensure consistency in grading.					
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
The evaluation and analysis of Culturally Competent Mental Health Group Discussion in relation to SLO 3 was completed and will be shared with the Graduate Faculty Committee in Sept 20. SLO3 outcome results will be evaluated by graduate nursing faculty for any actions for improvement. The PMHNP Program Survey results will also be reported in the SONAH program evaluation committee.					
<b>Next Assessment Cycle Plan</b>					
The SLO 3 will be evaluated in Spring 20. The evaluation and analysis of Culturally Competent Mental Health Group Discussion in relation to SLO 3 will be completed by the PMHNP Program Coordinator, currently Rhonda Quenzer.					

### Student Learning Outcome 4

<b>Student Learning Outcome</b>	<b>The student will assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (MEPN Concentration)</b>		
<b>Measurement Instrument 1</b>	National Council Licensure Examination (NCLEX-RN) first time pass rates.		
<b>Criteria for Student Success</b>	Students will pass on their first attempt of the National Council Licensure Examination (NCLEX-RN).		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>	National Council Licensure Examination (NCLEX-RN) first time pass rates will be reviewed each semester for all MEPN students after completion of the program. The National Council of State Boards of Nursing (NCSBN) reviews and approves the NCLEX-RN test plan every 3 years. Their website ( <a href="https://www.ncsbn.org/2019_RN_TestPlan-English.pdf">https://www.ncsbn.org/2019_RN_TestPlan-English.pdf</a> ) provides the following information regarding the NCLEX-RN. The exam is organized into four major client needs categories which includes: Safe and effective care environment, health promotion and maintenance, psychosocial integrity, and physiological integrity. The exam is designed to measure critical thinking abilities and is further divided into subcategories: Management of care, safety and infection control, basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential and physiological adaptation. Integrated processes measured include the nursing process, caring, communication and documentation, teaching/learning, and culture and spirituality.		
<b>Measurement Instrument 2</b>	N/A		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>	N/A		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 4.</b>		<b>Met</b>	<b>Not Met</b>

<b>Actions: N/A – New MSN concentration</b>	
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)	
N/A. No instruments of measure completed due to new MSN concentration.	
<b>Next Assessment Cycle Plan</b> : Annually	
This outcome will be assessed annually.	

<b>Student Learning Outcome 5</b>			
<b>Student Learning Outcome</b>	The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (MEPN Concentration)		
<b>Measurement Instrument 1</b>	Analysis of EBP Paper in NURS 512.		
<b>Criteria for Student Success</b>	Students will score greater than or equal to 80/100 points on EBP Paper in NURS 512.		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>	Analysis of EBP Paper. In this paper students integrate theory and research from nursing and related disciplines as a foundation for advanced nursing practice. A rubric identifying the paper sections of background, critical appraisal of the literature review, clinical practice implications, will be used for grading by course faculty.		
<b>Measurement Instrument 2</b>	N/A		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>	N/A		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.</b>			<b>Met</b>
			<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			



N/A
<b>Follow-Up : Annually</b>
<b>Next Assessment Cycle Plan : Annually</b>

<b>Student Learning Outcome 6</b>			
<b>Student Learning Outcome</b>	<b>The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health. (MEPN Concentration)</b>		
<b>Measurement Instrument 1</b>	<b>Analysis of Capstone Paper in NURS 621.</b>		
<b>Criteria for Student Success</b>	Students will score greater than or equal to 80/100 points on Capstone Paper in NURS 621. In this paper students integrate theoretical knowledge and research from nursing and related disciplines regarding a chronic disease process. A rubric identifying the paper sections of background/significance, literature review including health promotion maintenance/disease prevention, and nursing process including nursing interventions will be used for grading by course faculty.		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>	Analysis of Capstone Paper. In this paper students integrate theoretical knowledge, nursing process, health promotion, maintenance, and disease prevention.		
<b>Measurement Instrument 2</b>	N/A		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>	N/A		
<b>Criteria for Student Success</b>			

<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.</b>			
			<b>Met</b>
			<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Annually			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
Annually			

PMHNP PCAM Summary Rubric

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Assessed for “problems with lifestyle behaviors that are impacting physical or mental well-being?”				
Identified barriers to receiving services.				
Collaborated with preceptor regarding patient assessment				

### Cultural Competency in Mental Health

Understanding the patient's point of view can help the healthcare provider deal with potential cultural barriers to care of patients. In discussion board, students are evaluated on use of the 4 C's to assess cultural barriers to patient care based on provided case study.

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Call- Ask the patient. -What do you Call your problem? (What do you think is wrong?) How to obtain the patient's point of view				
Cause- Ask the patient- What do you think Caused your problem? Evaluates the patient's beliefs regarding source of problem.				
Cope- Ask the patient- How do you Cope with your condition? Practitioner remembers to assess what patient does to try to make the problem better. Assess alternative healers and treatments.				
Concerns – Ask the patient. – What Concerns do you have regarding your condition? Allows practitioner to understand/assess patient's perception of the course of the illness and fears/misconceptions				

MSN\_MEPN Rubrics:

<b>EBP RUBRIC – NURS 512</b>		
<b>Section of Paper</b>	<b>Points Possible</b>	<b>Points Awarded</b>
<b>ABSTRACT (10 pts)</b> (Background/Significance, Critical Appraisal of the Literature, and Clinical Practice Implications should be included)	<b>10</b>	
<b>BACKGROUND / SIGNIFICANCE (15 pts)</b>		
• Identify the research topic selected.	<b>3</b>	
• Discuss the nursing problem that requires solution and why	<b>5</b>	
• Discuss the importance of the topic to nursing and health care,	<b>3</b>	
• Discuss the relationship of the topic to the components of the Advanced Practice Nurse role (clinician/practitioner, educator, researcher, administrator, change agent etc.)	<b>2</b>	
• Specifically identify the clinical question investigated	<b>2</b>	
<b>CRITICAL APPRAISAL OF THE LITERATURE (35 pts)</b>		
• Identify the search strategy for the literature review	<b>5</b>	
Analyze, synthesize, and evaluate the evidence		
• Identify similarities	<b>10</b>	
• Identify differences	<b>10</b>	
• Identify gaps and problems in the literature	<b>10</b>	
<b>CLINICAL PRACTICE IMPLICATIONS</b>		
• Describe clinical practice implications, based on the evidence in the literature.	<b>15</b>	
<b>LITERATURE REVIEW EVALUATION TABLE / PINCH GRID</b>		
• See template on p. 724 in the Melnyk & Fineout-Overholt text and a template is attached to this assignment	<b>10</b>	
<b>FORMATTING and APA</b>		
• Spelling, Grammar, Sentence structure, Paragraph structure	<b>6</b>	
• APA Formatting	<b>6</b>	
• Maximum length of paper should be 8 pages excluding title page, abstract, and references	<b>3</b>	
• <b>DO NOT USE QUOTATIONS</b>		

**CAPSTONE PAPER RUBRIC – MEPN – NURS 621**

Section of Paper	Points Possible
<b>ABSTRACT (150-250 words)</b>	<b>8</b>
<b>BACKGROUND / SIGNIFICANCE (2 pages)</b>	<b>22</b>
<ul style="list-style-type: none"> <li>Identify a chronic disease as topic of interest.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss the problem that disease presents to patient.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss the importance of the disease to nursing and health care,</li> </ul>	
<ul style="list-style-type: none"> <li>Identify state, national, and global prevalence.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss cost to healthcare/patient.</li> </ul>	
<b>LITERATURE REVIEW (2 pages)</b>	<b>22</b>
<ul style="list-style-type: none"> <li>Discuss current literature regarding disease (include health promotion, maintenance/disease prevention to achieve optimal health)</li> </ul>	
<b>NURSING PROCESS (2 pages)</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Describe what might be expected on assessment, based on the evidence in the literature.</li> </ul>	
<ul style="list-style-type: none"> <li>Formulate three nursing diagnosis.</li> </ul>	
<ul style="list-style-type: none"> <li>Planning/goals/outcomes – include nursing interventions being sensitive to culture, ethics, and safety.</li> </ul>	
<b>NEW DEVELOPMENTS OF DISEASE (1-2 pages)</b>	<b>10</b>
<ul style="list-style-type: none"> <li>Discuss insight that literature suggests that might be upcoming assessment/treatment/prevention, etc of disease (may include genetics, technology, etc).</li> </ul>	

<b>CONCLUSION/DISCUSSION (1/2 page)</b>	<b>5</b>
<b>FORMATTING and APA</b>	
<ul style="list-style-type: none"> <li>• Spelling, Grammar, Sentence structure, Paragraph structure, No use of first person</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>• APA Formatting including use of level headings</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>• Length of paper should be 8-10 pages excluding title page, abstract, and references. (maximum length 10 pages)</li> <li>• <b>DO NOT USE QUOTATIONS</b></li> </ul>	<b>3</b>